

SIA Narrative

WLA Meets Eligibility Requirements

Willamette Leadership Academy (WLA) is a military-style charter school providing rigorous academic, social and emotional instruction to at-risk and challenged youth in grades 6 -12 through the Springfield Public School District (SPS) utilizing best practice strategies and approaches. WLA plays a unique role in the Oregon education system serving students at-risk, of color, with disabilities; emerging bilingual, underserved, marginalized, navigating poverty, homelessness, in the foster care system and other students who have historically experienced disparities in our schools and the families of students in Douglas, Lane and Linn Counties. WLA, using data to drive our system with better-informed decision-making leading to better prepared students, has built a more equitable system, a more successful cadet population, and a more productive cadet to enter our communities. WLA meets the needs of youth: chronically absent, no credit/credit deficient, behavioral issues, at risk for expulsion from the home district with 64% on free and reduced lunch with 1% Asian, 1% Black/African American, 1% Latino, 15% multiracial, 8% Native Hawaiian/Pacific Islander, 74% White. Forty-two percent of WLA students were behavioral referrals with over fifty percent of students choosing WLA for the structure both academically and character development. WLA has developed a solid relationship with Department of Human Service (DHS) with 37% of cadets being in the foster care system.

General Information

WLA consists of a middle school (grades 6-8) and a high school (grades 9-12) averaging 300 students between both schools. WLA's model demonstrates success for cadets of color; disabilities; bilingual cadets; and cadets navigating poverty, homelessness, foster care; and other cadets who have historically experienced disparities in schools often considered to have a higher probability of failing academically or dropping out of school. From this point on students will be referred to as cadets. WLA will demonstrate the effectiveness of the model's components: disciplined/consistent structure, modified block schedule, eight credit academic year, recovery/original credit programs, mastery education and the ninth period career exploration elective. WLA began as a high school and with successful outcomes expanded adding a middle school which has demonstrated greater outcomes. In the past few years the middle school expanded to a second sixth grade class.

WLA's discipline and character-building philosophy is modeled after the United States military. The model embodies the components which lead to success for at-risk, impoverished and underserved populations: 1) It aims to consolidate and coordinate youth and learning supports and support services, 2) school prevention and intervention programs, 3) consistent and structured discipline, 4) these populations require relationships that are both caring and stable and provide direction, 5) the youth need to build a sense of trust and have the time to communicate the complexity, frustrations, and positive aspects of their lives in and out of school, 6) behavior resolves in education through wearing of uniforms is a factor which has a positive effect on youth, 7) uniforms promote a single standard of dress and the school's environment becomes less competitive and more focused on learning, and 8) community resources that tend to be fragmented and uncoordinated are coordinated and many provided on site to compliment the therapeutic model and increase protective factors.

There are no advantages or disadvantages within the system. Cadets wear uniforms called Basic Drill Uniforms (BDU) primarily. This best practice approach eliminates the issues around status based on

clothes, jewelry, and accessories. Research bears out the value of uniforms in an educational setting, especially around increasing attendance. Utilizing the military standard of referring to cadets by last name keeps gender neutrality and allows WLA to intake cadets from other districts that are being bullied or ostracized including youth from the LGBTQ community thus creating a strong academic foundation supporting a diverse population in learning and academic achievement because the same rules apply to everyone regardless of race, creed, gender, sexual orientation and identification or economic background.

Community Engagement the Student Success Act

WLA continues to create a system of continuous improvement that is sensitive to the specific circumstances of WLA and each cadet yet is flexible enough to change as circumstances change, and results in effective practices and processes being incorporated into the daily routines of WLA. WLA engaged the WLA Community: Cadets, parent, staff, community partners, key stakeholders, Board members and particularly cadets of color; disabilities; bilingual cadets; and cadets navigating poverty, homelessness, foster care; and other cadets who have historically experienced disparities in schools and the families of cadets in these groups.

Needs Assessment Process

WLA used a multi-prong approach to its needs' assessment.

- Community Engagement through Community Meetings
- Community, cadet, staff, Board of Directors, faith-based, DHS and key stakeholders through Monkey Surveys and paper surveys
- Face to face communication with community, cadet, staff, Board of Directors, faith-based, DHS, behavioral health providers and key stakeholders.
- Input from the Continuous Improvement Committee
- Data collection and analysis

The needs' assessment addressed the following areas:

1. Reducing academic disparities;
2. Meeting students' mental or behavioral health needs;
3. Providing access to academic courses;
4. Allowing teachers and staff enough time to collaborate, review data and develop strategies to help students stay on track to graduate;
5. Establishing and strengthening partnerships.

4 Main Categories were addressed

Reducing Class Size:

Use evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads;

- This may include increasing the use of instructional assistants.

Instructional Time:

- More hours and/or days.
- Technological investments that minimize class time used for assessments administered to cadets.

Health & Safety:

- Social and emotional learning, trauma-informed practices (TIC); cadet's mental and behavioral health.

Well-Rounded Education

- Culturally responsive programs and practices in grades 6-8, including learning, counseling and cadet support that is connected to colleges and careers.
- Broadened curricular options at all grade levels including: Art, Music, PE, STEM, CTE, engaging electives, accelerated, dual credit, IB, AP, Life Skills, TAG, dropout and prevention programs, and transition supports.

Results of Needs Assessment

Data Input on Needs

154 cadets
53 staff
15 tribal stakeholders
19 Latino stakeholders
4 Asian/Pacific Islanders
140 family member/parents/guardians
5 Board Members
17 Community partners & stakeholders
13 unknown surveys
2 email input

Total 422 Note some responses only gave responses in one area or category.

#1 Category of response was Health and Safety with 421 responses and suggestions in this area.

- #1 Snacks in the afternoon to increase cadet's ability to concentrate, increase wellness and reduce behavioral issues. (417 responses)
- #2 Increase access to behavioral health services including: Peer Mentor Programs, Support Groups, increasing counseling and therapy in the school setting. (402 responses)
- #3 Wellness Practices: Yoga, Mindfulness, Meditation, etc. (236 responses)
- #4 Parent Support groups and education around current issues teens face: social media and how to handle, bullying, Sex-texting, Vaping were some topics suggested. (51 responses)

#2 Category of response was Well-Rounded Education with 422 responses in this area.

- #1 Competitive sports teams, Improve Obstacle Course, Publicize the Iron Man Competition. (412 responses)
- #2 Access to Creative Arts: Music, Drama, Drawing, Graphic Arts, Media Arts, Commercial Arts, including a precision drill and drum corp. (401 responses)
- #3 Including more Skilled to Work experts in the Career Track Block Program. (229 responses)

- #4 Indigenous Studies: Native American/Alaskan, Pacific Islander/Hawaiian, and Latino/Middle and South American Indians more literature and accurate depictions in class and in the library depicting Native Americans. (79 responses)
- #5 Dual Credit, AP, Accelerated Classes (45 responses)

#3 Category of response was Instructional Time with 152 response

- #1 Updating of technology for staff. (178 responses)
- #2 More classroom access for cadets to technology/computers. (166 responses)
- #3 Additional technology: Smartboards, digital scanners, and headphones (102)

#4 Category “Reducing Class Size”

- #1 More training and collaboration for co-teaching and cross curricula lessons and activities (61) zero responses for reducing class sizes or increase hours of instruction. Presently, WLA class sizes average 20 cadets and generally have one instructor and one Educational Assistant in all CORE subjects.

Process of Selection and Planning

During the surveying process brainstorming and how to implement was discussed. Then, research and best practices were consulted to gather information regarding implementation. Once the plan was formulated, staff and the educational community was consulted, and some adjustments made. Other opportunities were made in this process which helped navigate the process.

Category 1 of Responses Health and Safety

#1 – Nutritional Snacks in the Afternoon. WLA acknowledges all cadets deserve a chance to succeed in school and accepts that cadets with the highest need are often left behind. WLA struggles serving cadets that do not have enough resources with our limited funding. An area of need is food and especially an afternoon snack with our extended day hours. Educational literature reveals the need for nutrition in extended day and extended hour programs. By providing a snack, WLA will increase equitability and an increase in positive outcomes, especially among cadets struggling with poverty and homelessness. The longitudinal studies further reveal sets of anticipated outcomes that WLA can expect by providing an afternoon snack. California Dept. of Education has a Food and Nutrition Program that is valid and reliable when duplicated by small and rural school districts and charter schools having long and extended educational hours. By adopting this program WLA should expect better attendance, greater achievement and retention of cadets and a reduction in discipline problems. The California Program reveal better health outcomes as a byproduct. WLA will replicate this program.

WLA will implement this program by providing a healthy afternoon snack. Finding a vendor or donations for certified and approved vendors to help with cost. The researched cost ranges from \$1.00 per nutrition bar to 22 cents for a piece of fruit, **estimated cost \$55,000**. WLA Food Service is provided by Springfield Public Schools (SPS) and SPS is unable to provide a healthy afternoon snack even if WLA was able to pay for snacks. Cost of printing of Curriculum materials **\$4,000**. An estimated cost is **\$59,000**.

Year two and year three would duplicate year 1. The cost of food may increase slightly but there will be less printing cost for curriculum guide and materials, but individualized nutrition and wellness activities will be needed.

#1 Goal Statement: Implement the Food and Nutrition Program

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>
Adopt the CA best practice Food & Nutrition Curricula Contract with a vendor for a prepared healthy snack. Provide a healthy snack to each cadet daily after 2:00PM	Printing of materials and Training on the Food & Nutrition Curriculum by California Distribution of a healthy afternoon snack Providing weekly nutritional and wellness activities	Increased engagement by cadets in afternoon classes Less disruptions in class Increased ability to concentrate Better classroom environments Increased knowledge of proper nutrition Increased awareness and knowledge of health	Increase in attention in afternoon classes Increase academic success Reduction in behavioral issues Reduction in bus issues Better decisions around nutrition and snacks	Increased academic achievement, especially in afternoon classes. Increase in attendance Increase in academic achievement Increase in promotion, awards and ranks by cadets. Decrease dropout rates Increase cadets on-track for graduation Reduction in behavioral issues and bus suspensions Long-term decision-making skills around nutrition and wellness

Assumptions	External Factors
<p>Research around nutrition and hunger K-12 and outcomes will be valid and reliable as applied to WLA.</p> <p>PEW Charitable Trust longitudinal study reveals promoting healthy snacks in promotes emotional stability, better concentration and less anger among students.</p> <p>California Food and Nutrition Program for extended hours and disadvantaged can be implemented with the same or similar outcomes.</p> <p>Longitudinal studies by NEA indicate an increase in health and academic success when nutritional needs are being met by schools including snacks.</p>	<p>Finding a vendor or vendors that can provide a prepared snack, including fruits.</p> <p>Ability of cadets not to abuse the program by producing trash in areas that increase pests.</p>

#2 Increase access to behavioral and mental health services. WLA has implemented a therapeutic model including daily Academic Advising, Career Advising and character building. A counseling program is being developed to include a bi-lingual Academic Advisor (presently working on her counseling certification), Career and Academic Advising staff and courses, and embedded Therapists twice a week at both the middle school and the high school. Funds to pay for cadets that fall into an uninsured category (no OHP and no private insurance) would run approximately **\$5,000** a year. Year two and three may vary in cost depending on those with no insurance coverage. The outcomes expected will be a reducing in self-harm, increasing attendance and reduction in drop outs rates.

WLA has cadets are high-needs and high-utilizers in the behavioral and mental health care system with 37% of cadets self-revealing they are currently receiving services. WLA believes in being the parents’ partner and providing strong supports for cadets and their families. WLA is and will expand providing high-quality, behavioral and mental health care access, and other family supporting services. These services are instrumental in assisting cadets and their families, particularly those from lower-income families. At-risk cadets require additional attention and resources if they are to fully benefit from school and many require additional attention, and experience more behavioral issues. It is the role of WLA to work with behavioral and mental health care providers to increase protective factors and increase and strengthen resiliency. It is important that WLA help to reduce risky behaviors through education and awareness to reduce harm and increase attendance and school success. Parents, cadets and staff would like to have materials and supplies that address risky behaviors: smoking, drinking, vaping, high risk sexual behaviors, STDs, self-harm, behavioral disorders, mental health issues and the dangers of running away, etc. The materials would be posters, models, pamphlets (for cadets and parents), CD’s, and hands-on manipulatives. An estimated cost of the materials is **\$8,000**. The outcomes expected from literature is to reduce harm and risky behaviors while increase protective factors and resiliency. Further outcomes will be better support of the school by parents and the community.

The cost may increase in year two and three slightly depending on the number of parents seeking educational information.

WLA is implementing Peer Mentor Program and Support Groups in an initial pilot. The Peer Mentor Program promotes respectful and supportive relationships, avoid the bullying epidemic, and build the

attributes of positive peer-to-peer interactions. WLA has seen the initial expected outcomes already and expansion would lead to greater outcomes. More staff needs to be trained and at least one class for cadet Peer Mentoring needs to be established at each school. The impact of Peer Mentoring Programs by SAMSHA show significance difference for at-risk, of color, with disabilities; emerging bilingual, underserved, marginalized, navigating poverty, homelessness, in the foster care system and other students who have historically experienced disparities in our schools through utilization of support skills, self-care and self-help in an atmosphere of acceptance. SAMSHA shows immediate outcomes in the areas of attendance, skipping classes, participating in risky behaviors and an increase in protective factors. The research reveals long range outcomes like dropout prevention, higher academic achievement, reduction in behavioral referrals and suspension to include less harmful behaviors, less self-harm including suicide attempts, prevention and reduction in the use of drugs, alcohol and nicotine. The cost ranges from training staff of approximately \$2,000 per staff (train at least 2 a year=\$4,000) and curriculum materials of \$10,000 annually. **Total cost \$14,000 annually.**

Year two and three will increase the program and the cost should remain the same.

Cross-Age Peer Support is another strategy that assists with the learning in the general education setting. This approach typically involves older cadets, usually high school age, who provide instructional support for middle school cadets and will be added as the program is increased.

Peer modeling is another support that can be used to help cadets learn academic, processes and classroom routines. It also provides the classroom teacher opportunities to use peers to assist with instruction, clarifying directions and give social reminders with little or no disruption to the lesson cycle. It is an excellent way for peers to provide appropriate behavioral models of cadets who need to improve their social skills and will be expanded and increase as the peer program is expended and increased.

Parents and cadets wanted to see more: Collaborative Learning – An instructional strategy used to reinforce skills taught by the teacher. This teaching method allows time for practice, review, and opportunities for cadets to use higher-level thinking skills. The Training and collaboration costs associated with this will be added to a later category under staff training and collaboration time.

#2 Goal Statement: Expanding WLA ‘s Therapeutic Model

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>
Funding for cadets falling in the gap of no OHP and lacking	Allow for embedded Therapists an ability to see these cadets	Reduction in self harm, ideation, and behavioral health issues that	Increase in attendance	Increase in attendance

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes
<p>private insurance coverage</p> <p>Providing educational materials to instructors, cadets and parents</p> <p>Providing Training to staff in Peer Mentoring and Peer Support including Support Groups</p>	<p>Increase school counseling</p> <p>Resource and classroom materials to educate cadets and families on risky behaviors</p>	<p>negatively affect attendance, achievement and graduation.</p> <p>Increase in services being provided at school to include other behavioral health providers.</p>	<p>Increase in academic success.</p> <p>Decrease in self harm and behavioral issues.</p> <p>Increase in behavioral health services provided.</p>	<p>Increase in academic success and higher graduation rates.</p> <p>Decrease in self-harm and behavioral issues</p>
	<p>Purchase and distribution of pamphlets and educational materials on risky behavioral, self-harm and behavioral health issues</p> <p>Provide models, hands-on manipulatives on risky behavioral, self-harm and behavioral health issues for instruction</p> <p>Provide Mental Health First Aid to cadets, parents, staff and the community</p> <p>Trained staff teaching a class in Peer Mentoring and Support Skills.</p> <p>Increase Support Groups</p> <p>Implement Peer Mentor program in</p>	<p>Educate cadets, parents and the community on risky behaviors, self-harm and behavioral health issues</p> <p>Provide school and community resources to address behavioral and mental health issues</p> <p>Increase in Cadets selecting this elective.</p> <p>Increase in Self-help and self-care</p> <p>Increase in Peer Mentoring skills in order to help peers make better life decisions inside and outside of school</p> <p>Increase ability to help peers in need</p>	<p>Increase in Collaborative Care</p> <p>Increase in awareness and skills needed to address harmful and risky behaviors.</p> <p>Increase if Self-care and Self- help</p> <p>Reduction in self-harm and risky behaviors</p> <p>Reduction in bullying</p> <p>Reduction in sexual harassment</p> <p>Reduction in sexual harassment</p> <p>Reduction in cadets attempting suicide</p> <p>Increase the ability for peers to provide help and support for other peers</p>	<p>Reduced behavioral referrals</p> <p>Increase in Collaborative Care</p> <p>Increase support by parents and the community</p> <p>Increase use of self-care and self-help tools and skills</p> <p>Reduction in bullying</p> <p>Reduction in sexual harassment</p> <p>Reduction in self harm among all cadets</p> <p>Reduction in cadets attempting suicide</p> <p>Increase the ability for peers to provide help</p>

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes
	class and through innovative programming	Reduction in bullying and sexual harassment	<p>Increased knowledge and use of community and school resources for behavioral and mental health issues</p> <p>Increase in protective factors</p> <p>Decrease in risk factors</p> <p>Increase in resiliency</p>	<p>and support for other peers</p> <p>Increase in protective factors</p> <p>Decrease in risk factors</p> <p>Increase in resiliency</p>

Assumptions	External Factors
<p>Health and Human Services show significant success by marginalized population of youth by providing behavioral/mental health services at school.</p> <p>Services are immediate and will help cadets with better health and safety, especially when school hours and transportation is often a barrier to care.</p> <p>Training staff and cadets with the skills needed to handle the decisions and issues affecting the cadet, the cadet body and social influences inside and outside of skills will produce healthier cadets emotionally, physically and academically.</p> <p>Providing self-help, self-care and life skills will provide skills a cadet will use beyond the four walls of the school and provide better citizenship skills.</p> <p>Increase in social skills and peer relationships that translate to better overall relationships with elders, parents and employers.</p> <p>SAMSHA research and longitudinal studies show a significant increase in Protective Factors and</p>	<p>Home Life and Environment</p> <p>Social media</p> <p>Poverty Impact</p> <p>Homelessness</p> <p>Mobility</p> <p>Access to Care, especially behavioral and mental health services</p>

Assumptions	External Factors
decrease in Risk factors and self-harm by youth when minimal behavioral health and self-care are provided in a school setting.	

#3 Wellness Practices. WLA has begun implementing such wellness practices as: Yoga, Mindfulness, Meditation, Nutrition Education, Physical Activity, Weight Management, Wellness Informed Care, Diabetes Management and disease management. At present, these are being implemented through regular classes. WLA is working about mapping these components and providing a more systematic approach. WLA will be able to do this without an increase in funding. WLA follows the guidelines and utilizes the materials from SAMSHA. Materials and training would be instrumental in achieving higher outcomes.

#4 Parent Support Groups and Parent Education. WLA would like to see if we can't use community resources to implement this. It would need to occur in evenings and on weekends. In researching, most schools look to the community and community resources versus attempt to take on behavioral health support groups after hours. School insurance does not cover such services.

Category 2 Well-Rounded Education

#1 Competitive sports teams. WLA and other Charter School are not allowed to have teams or compete in the AIA sports according to Oregon State Statues. WLA has explored having teams and competing with Home-Based School Teams, recreation teams, etc. to meet the needs requested, but WLA has found multiple barriers. WLA does accommodate and encourage participation in Home Based Schools. Due to our extended hours, cadets playing for their home teams is very difficult. WLA tries to be as flexible as possible not to have any negative impact on a cadet that wishes to compete for their Home-Based school. We pay an annual AIA fee and help cadets through Academic Advising to get work and make up any missed work. We have procedures for cadets needing to leave school early in order to make practices or games. The request by cadets, parents and staff has been great and WLA has a group of active parents that have been appealing to ODE for rules changes.

While WLA is unable to compete currently with other teams, WLA is taking the steps to implement Archery as a competitive sport through the Oregon Department of Fish and Wildlife (ODFW). WLA is utilizing the "Long Term Loan" Program. It will take at least one year to implement archery in the middle and high schools. The WLA is asking to upgrade its obstacle course on the Goshen campus with an archery range and will be able to host competitions at the school in years one, two and three.

WLA Ironman competition is our huge intraschool competition. Cadets practices weekly on the school's obstacle course. Competition among the companies takes take until the end of the year Ironman Competition to Crown the Middle and High School Ironman. But the Obstacle Course needs upgrading.

Upgrade of High School Obstacle Course. WLA's obstacle course has weathered and aged. WLA continues to work on the course to make sure it meets safety standards. Recently a great deal of obstacle course equipment has become available due to such programs as Ninja Warrior and other programs. Parents and the community have stated upgrades are needed. Cadets and parents feel the obstacle course should be upgraded to include more modern obstacles and the Ironman competition needs to be publicized and more of an audience should be invited to watch the Ironman competition.

The archery range would be part of the obstacle course. Upgrades and archery range would run approximately **\$20,000** year one for the basic upgrades and archery range. Year two would allow for a track and water obstacle for approx. \$20,000. Year three would look at climbing obstacles which are more expense for about \$20,000.

Outcomes for Obstacle Courses:

1. Overall physical fitness. Obstacle courses promote cardiovascular endurance, flexibility, muscular strength and endurance.
2. Gross motor development. Obstacle courses promote using the large muscles of the arms, legs and trunk.
3. Bilateral coordination. Obstacle courses promote using both sides of the body at the same time in unison as in jumping.
4. Perceptual motor development. Obstacle courses promote the ability to receive, interpret, and respond successfully to sensory information.
5. Social development. Obstacle courses promote acquisition of skills that enable children to react and interact with others as they mature and begin to understand the point of view of others.
6. Agility. Obstacle courses promote quick, easy, lively movements.
7. Coordination. Obstacle courses promote parts of the body moving smoothly together.
8. Sequencing. Obstacle courses promote the ability to arrange and follow a series of steps to be followed.
9. Eye-hand coordination. Obstacle courses promote eyes and hands working together smoothly to meet a challenge.
10. Eye-foot coordination. Obstacle courses promote eyes and feet working together smoothly to meet a challenge.
11. Spatial awareness. Obstacle courses promote coordinated movement in relationship to other objects in the environment.
12. Directionality. Obstacle courses promote the inner sense and knowledge of where things are in relation to the body.
13. Laterality. Obstacle courses promote the ability to understand the differences between right and left and being able to control the two sides of the body independently and together.
14. Balance. Obstacle courses promote being able to hold the position of the body through the interaction of muscles working together (maintaining body equilibrium) whether the body is stationary (static balance) or moving (dynamic balance).

15. Cooperation and teamwork. Obstacle courses promote 2 or more people working and playing together rather than against one another, just for the fun of it.
16. Fun. Obstacle courses promote playful actions providing amusement and enjoyment.
17. Listening skills. Obstacle courses promote the ability to follow verbal directions.
18. Self-Esteem. Obstacle courses promote confidence and satisfaction or pride in oneself.

Combination of #1 Competition and #2 the Arts. WLA presently has a drill team at both the middle and high school which present Arms and perform Drill in the community and all school events. Cadets and parents have suggested this be expanded to a Performance-Precision Drill Team. There are competitive Performance-Precision Drill Teams in Oregon and throughout the United States. Cadets and parents have been requesting this for several years but WLA has not had the funding necessary. WLA had a small Drum Corp but due to damage and loss the drums were not replaced. As evidenced in the need's assessment the need for a competitive Performance-Precision Drill Team and a Drum Corp to accompany the Performance-Precision Drill Team would meet several needs and compliment the military model and add motivation. Drum Corps are competitive as a standalone and combining it would be an asset. However, each could also standalone.

The cost the first year for one Drum Corp of approx. 6 to 10 cadets is approx. **\$1,300** for equipment, marching CDs, music-drill materials. The cost of transportation to events and competition would be leveraged with the Performance-Precision Drill for an estimated **\$3,000**. While WLA will not need uniforms, special guide-ons, medals, etc. will be needed for another **\$400**. Total Cost **\$5,000**.

Year two would add a drum corps to the middle school and increase the cost of transportation even though it would be leveraged with the middle school Drill Team for an estimated **\$5,000**.

Year Three would see an anticipated increase in cadets enrolling in Performance-Precision Drill and Drum Corps for both the middle and high school. More equipment to handle up to 20 cadets per school and a slight increase in transportation cost. **\$7,000**.

#2 Access to Creative Arts. As a small school, WLA struggles with the ability to offer elective classes. WLA has moved to address this barrier by creating a modified Block Program that provides a 9th period weekly as a Career Exploration Track. This elective Career Exploration Block provides a great deal of flexibility in electives. Presently, WLA is piloting an Industries Class that brings in experts from various Industries to present the careers possible: skills, education, motivation and types of jobs and pay ranges in fast foods and hospitality. The experts in the industry brought into the class is provided a fee of \$75.00 with supervision and guidance by staff. Enrollment in this elective is very high and embraced by cadets, parents and the educational community and key stake holders. At the Community Meeting and through the surveys, parents and key stake holders felt this model could be used to bring in artists from the community into an arts career exploration track.

Using this pilot model, WLA will have one or two Creative Arts classes bringing in experts in the Arts to provide: Music, Drama, Drawing, Graphic Arts, Media Arts, Commercial Arts, etc. WLA expects to see the outcomes associated with creative arts: The arts challenge us with different points of view, compel us to empathize with "others," and give us the opportunity to reflect on the human condition. Empirical

evidence supports these outcomes: Arts participation is related to behaviors that contribute to the health of civil society, such as increased civic engagement, greater social tolerance, and reductions in other-regarding behavior. Arts in education can improve school climate, empower cadets with a sense of purpose and ownership, and enhance mutual respect for their teachers and peers. Creative expression helps young people increase problem solving and an increase in better decision-making skills. The arts allow cadets to take risk without indulging in risky-taking behaviors. Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also improve motivation, concentration, confidence, and teamwork.

Evidence indicate that by using local artists, youth learn to respect their communities and find them vital, thus increasing citizenship among the youth.

The cost of bringing in an artist would be approximately \$150 a week for two artists, approx. \$6,300 annually. An estimate for materials is \$20,000. Providing access and exposure to the arts allows all cadets the ability to access the arts self-expression, creative expression and experts in the arts that many would not have in their communities. By bringing in artists, it allows access and exposure that many cadets would not get. When local community members become involved in schools, they can act as role models and mentors and provide an additional layer of support and inspiration for cadets and teachers. It also increases the bond between education and the community. WLA has experienced the positives outcomes of community involvement and will expand this connection through this grant. Total Cost **\$26,300**.

It is anticipated that year two and three would remain the same but WLA is very open to expanding this program and electives in the arts.

#3 Goal Statement: Provide Community Experts from the Arts Community to Provide instruction in the Art through a Creative Arts Track in the Block Program

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes
In order to accomplish our set of activities we will need the following:	In order to address our problem or asset we will accomplish the following activities:	We expect that once accomplished, these activities will produce the following evidence or service delivery:	We expect that if accomplished these activities will lead to the following changes in the next year	We expect that if accomplished these activities will lead to the following changes in 1-3 years

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes
Provide experts in the “Arts” to provide instruction to cadets in the arts	<p>Contact local Artists and arrange to have the expert come into the classroom.</p> <p>Provide instruction and guidance to provide hands-on experiences in the arts to cadets in an elective program Block Track.</p> <p>Enrollment in the Arts Elective</p>	<p>Increase in a positive school climate.</p> <p>Increase in attendance</p> <p>Increase in Creative Expression by cadets</p> <p>Increase problem-solving abilities</p> <p>Decrease in dropout rates</p>	<p>Increased enrollment in arts electives</p> <p>Increase in respect</p> <p>Increase in attendance</p> <p>Increase in problem-solving skills</p> <p>Increase in creative expression by cadets</p> <p>Decrease in behavioral referrals</p> <p>Decrease in dropout rates</p>	<p>Increase enrollment at WLA</p> <p>Increase enrollment in the Arts Electives</p> <p>Increase in problem-solving skills</p> <p>Increased attendance</p> <p>Decrease in behavioral referrals</p> <p>Decrease in dropout rate</p>
Obstacle Course Equipment	Preparation and installation of equipment to WLA obstacle course	<p>Increase in physical ability and fitness</p> <p>Increase in health and wellness</p> <p>Increase in listening skills</p>	<p>Increase in graduation rates</p>	<p>Increase in graduation rates</p>
Drum Corps	Recruit cadets Equip cadets with drums, sticks, harnesses, drill music	<p>Increase in self-esteem</p> <p>Increases team building</p> <p>Increases participation and competition by cadets that usually are non-competitive</p>		

Assumptions	External Factors
<p>Using the research and longitudinal studies from the National Council of the Arts, WLA will see an increase in attendance; a higher satisfaction rate among cadets and their families and an increased support from the community.</p> <p>NEA longitudinal studies indicate a 10 to 30% decrease in dropout rates by increasing Creative Arts including Commercial Arts into school.</p>	<p>Artists and experts in the field.</p> <p>After one year, WLA can apply for grants from NEA for production types of projects.</p>

#4 Dual Credit, AP, Accelerated Classes. WLA presently offers AP classes in English and Math and can provide an elective AP class in any subject through Fuel Ed. WLA did offer Dual Credit classes but experienced low enrollment and little success in these classes. WLA has worked with Lane Community College (LCC) to have cadets attend LCC and accept their credit for graduation on a transcript. Accelerated classes and Recovery Credit classes are already available through Acellus and Fuel Ed. WLA feels better communication of these offerings need to be expressed to parents and options explained in detail, but as a small school we do not have the ability to provide this array in a different manner.

#5 Native American Literature and Materials. WLA has held meeting with Native American cadets, parents and tribal groups and a desire to have more literature depicting Native Americans is desired. WLA has already addressed part of this request through its State School Success Plan (SSSP) by implementing the Oregon Curriculum on Native Americans. We have trained three staff middle school through high school and purchased the curriculum materials. WLA has also ordered recommended literature from the National Council of Native American Education for the library through the SSSP. WLA will also be applying for a grant from the Three Rivers Foundation for a mural and additional literature. Through the SSSP, WLA will continue to work with cadets, parents and the tribal organization to assist cadets with their needs and increase the positive contributions that Native Americans have made. Tribal leaders are going to help WLA reach out to Native American artist and cultural leaders to bring experts with appropriate cultural competency into our Arts Track.

Latino Literature was added through a grant from the Springfield School District in English and Spanish in 2018-2019. Each year budget money is set aside to increase books and literature in this area.

Category #3 Instructional Time

WLA got very little response in the area of increasing time by extending the day because WLA already has extended day hours. WLA also has long hours from 8:00 to 3:45 daily. It provides the ability to earn 8 credits per year with the additional ability through Recovery Credit for cadets not on track to get on-track or gain as many credits as possible. At present, no one sees a need to change the hours of instruction. One idea batted about was Saturday detention, but parents also found many barriers to this besides cost: decrease in family time and chores, involvement in faith-based and out of school activities and transportation.

WLA had very little response to class size since WLA has small class sizes and many Educational Assistants to assist cadets averaging 1-17 ratio and lower at times.

Technology to Increase Instruction Time

Technology and technology upgrades were the area of greatest response. WLA presently has a computer lab at both the middle and high schools. The equipment is old and degrading. Both schools also have a class set of chrome books. The middle school's is two years old but the high school's is six years old and degrading. The average life of a Chromebook new or refurbished is three years.

WLA needs to address updating of technology. In discussing the best way to approach upgrading technology with limited funding, research showed, it was best to upgrading staffs' computers allowing for better instruction. If each teacher's computer were replaced by a new tower, this would allow the instructor better tools in technology for use with white boards and projectors. (No monitors are needed since WLA was donated monitors.)

The teacher's computers could be made into a stand-alone classroom computer for cadet use with a monitor and earphones. Recent literature cites the need to have at least one computer in a classroom for individualized instruction. Studies proved the value of having limited access to computer labs and class sets of Chromebooks/tables proved less valuable than computers in the classroom. It would allow for more in-class projects and work being performed by cadets. Approximately 22% of WLA cadets have no internet or computer access at home. Research and longitudinal studies demonstrate the access to at least one computer per classroom increases academic success and instructional assistance. Computer access enables those children from a financially challenged background to have a more level playing field with children who have had those enrichment experiences.

The cost the first year would be **\$8,000** for computer towers. **\$3,000** for monitors since WLA has some newer monitors and **\$4,000** for headsets for each classroom.

Another set of Chromebooks and charging station. WLA would also like to replace the Chrome books at the high school year one at a cost of **\$7,000** for 30 Chrome books.

Vendor implantation and services **\$7,000** for computers and Chromebooks.

Year Two, WLA would add additional computers, monitors and headsets for each classroom and another class set of Chromebooks and a charging station. Estimated cost **\$23,000** and vendor **\$7,000**.

Year three would look at upgrading the computers in the computer lab, three to five interactive white boards, 15 new projectors and another classroom set of Chromebooks. Estimated cost **\$27,000**.

Installation of white board **\$7,000**.

It was also felt that electronic readers would also impact cadets' education. A reader can allow for large print, colors to be used and this would greatly help cadets with special needs. The electronic readers can download books and many come with the ability to upload 100 free. This combines with our Tumble Book subscription would allow books in all languages, all levels and even the same book being taught

with various reading aide. An electronic reader runs \$60 in bulk. The cost would be approx. **\$4,000** Getting 120 would allow for two English classes to have a set year one. Year two would allow for the middle school to have two sets for 7th and 8th and year 3 would allow the two 6th grades to have a class set. Annual cost **\$4,000**.

Staff Training and Collaboration

WLA staff and administration expressed a need to have more training and paid collaboration days.

WLA Educational Assistance would like more training in approaches and strategies in dealing with cadets who are at-risk, impoverished and having behavioral health issues. Lane Education Service District provides training and Education Assistance would like to participate in more training. The Educational Assistance would also like to bring in some experts to present specific workshops. The yearly estimated cost would be **\$3,000 to \$5,000** for all Educational Assistants.

All staff would like to see presentations and workshops on: Trauma Informed Care and Services, Addressing the English Language Learner, Bridging the Cultural Gap. The yearly estimated cost is **\$4,000** although the topics may vary.

Instructional staff would like to have 2 to 4 half-day collaboration days for curriculum mapping, co-teaching and lessons across the curricula and data analysis to impact change and quality instruction. A yearly estimate is **\$10,000**.

#4 Goal Statement: Technology to Increase Instructional Time

Our overall direction and focus for the program cycle relative to the target populations and problems we seek to address

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes
In order to accomplish our set of activities we will need the following:	In order to address our problem or asset we will accomplish the following activities:	We expect that once accomplished, these activities will produce the following evidence or service delivery:	We expect that if accomplished these activities will lead to the following changes in the next year	We expect that if accomplished these activities will lead to the following changes in 1-3 years
Year One- 40 computer towers, 25 monitors, 40 Headsets	Allow instructors to utilize classroom technology with up-to-date computers. Allow cadets to access computers inside the classroom instead	Provide instructors to use higher speeds and such media devices as white boards, projectors etc. with better technical abilities.	Increase access to knowledge. Increase in academic success. Increase in grades.	Increase access to knowledge. Increase in academic success. Increase in grades.

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes
<p>30 Chromebooks</p> <p>Educational Assistant Training</p> <p>All Staff Education and Training</p> <p>Instructors Training and Collaboration</p>	<p>of being sent out of class or having no access.</p>	<p>Provide immediate access to computers for cadets.</p>	<p>Increase in the quality of work by cadets.</p>	<p>Increase in the quality of work by cadets.</p>
	<p>Allow in class instruction by instructor, educational assistant, or another cadet.</p>	<p>Provide in classroom instruction using a computer.</p>	<p>Instructors can personalize instruction.</p>	<p>Instructors can personalize instruction.</p>
	<p>Allow computer access by cadets for projects, assignments, etc. especially since many cadets have no home access.</p>	<p>Provide access to cadets to complete assignments, research and projects.</p>	<p>Increases workplace readiness.</p>	<p>Increases workplace readiness.</p>
	<p>Allow more flexibility in technology.</p>		<p>Increase in cadet engagement.</p>	<p>Increase in cadet engagement.</p>
	<p>Classroom use of Chromebooks.</p>		<p>Increase in academic performance.</p>	<p>Increase in academic performance.</p>
	<p>Allow more instructors to check out for individualized use and instruction.</p>		<p>Decrease the dropout rate.</p>	<p>Decrease the dropout rate.</p>
	<p>Enrollment in LESD Training</p> <p>Workshops and presentation specific to Educational Assistants</p> <p>Presentations, Workshops, Training for all staff</p>			

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes
	3-4 half-days for training, collaboration and data analysis			

Assumptions	External Factors
<p>NEA studies and research demonstrates the better tools an instructor has the better quality of education the instructor provides.</p> <p>NEA studies and research demonstrates more access to technology by cadets the greater increase in knowledge and academic success.</p> <p>Longitudinal studies indicate increasing access to technology the increase in attendance, grades and academic success and reduction in dropout rates and higher graduation rates.</p>	<p>Internet connectivity</p> <p>Vendor installation</p>

Impact of Plan

WLA should expect to see higher satisfaction rates by cadets and parents/guardians, and the community. WLA will see higher enrollment, better quality of instruction, better attendance rates, greater academic and behavioral success, reduction in behavioral issues, decrease in dropout rates and greater graduation rates.

The plan would promote achievement and decrease the disparity for at-risk, of color, with disabilities; emerging bilingual, underserved, marginalized, navigating poverty, homelessness, in the foster care system and other students who have historically experienced disparities in our schools and the families of students in Douglas, Lane and Linn Counties. These are the cadets most likely to need additional support in order to graduate and enroll in postsecondary education. WLA is successful with these cadets and will continue to improve in order to provide support and an opportunity to succeed to every cadet.

The plan will also see greater retention of staff and attract higher quality staff. The educational environment would appeal to educators and experts we hope to attract.

The plan will meet the requirements and goals of SIA by reducing academic disparities; meeting cadets' mental or behavioral health needs; providing access to academic courses including careers and arts; allow teachers and staff sufficient time to collaborate, review data and develop strategies to help cadets stay on track to graduate; and establishing and strengthening partnerships.

Budget

Area of Funding	Cost Year One	Cost Year Two	Cost Year Three
Nutritional Snacks in the Afternoon	\$59,000	\$59,000	\$59,000
WLA will implement this program by providing a healthy afternoon snack. Cost ranges from \$1.00 per nutrition bar to 22 cents for a piece of fruit for 350 cadets for 5 days a week for 37 weeks estimated cost \$55,000. Cost of printing of Curriculum materials \$4,000. An estimated cost is \$59,000. Year 2 and 3 would duplicate cost.			
Expanding WLA 's Therapeutic Model	\$27,000	\$27,000	\$27,000
<p>Funds to pay for uninsured cadets needing services from embedded therapists approximately \$5,000 a year and remaining the same for Year 2 and 3. Cost \$100 per two hours. Cahoots Crisis response \$150 per two hours. Both would be as needed and cost based on present demand.</p> <p>Educational materials for harm reduction and risky behaviors for cadets, parents and classroom instruction with estimated cost of \$8,000 and duplicated year 2 and 3.</p> <p>Manipulative models \$375 to \$400 6 a year added to classroom, educational CDs and software \$150 each over 12 topics. Pamphlets \$1.25 each if bought in bulk- 600 per 12 topics yearly.</p>			

<p>Peer Support Mentor Program cost staff training of approximately \$2,000 per staff (train at least 2 a year = \$4,000) and curriculum materials of \$10,000 annually. An annual cost estimate would be \$14,000 Total cost \$14,000 annually. Year two and three will remain close to year 1.</p>			
<p>Upgrades to WLA Obstacle Course</p>	<p>\$20,000</p>	<p>\$20,000</p>	<p>\$20,000</p>
<p>The archery range would be part of the obstacle course. Upgrades and archery range would run approximately \$20,000 year one for the basic upgrades and archery range. Year two would allow for a track and water obstacle for approx. \$20,000. Year three would look at climbing obstacles which are more expensive for about \$20,000.</p> <p>Year 1: Floating balance \$2,2000, Leg Press \$2,000 Dual Exercise Bars \$950, Horizontal Ladder \$2,000, M shaped climber \$2,000, Integrated Fitness \$2,300, Sky Climber \$3,000 including delivery \$2,000, Hay Bales including delivery \$800 for four stations, Targets @ \$40 each – 8 needed \$320, installation cost of equipment assembly, installation and supplies \$7,000.</p> <p>Year 2: Hip Twister \$1,000, Integrated Fitness \$2,300, Parallel bars \$800, Uneven bars \$1,500, Leg press \$1,000, including delivery \$1,000, installation \$6,000, 3 more archery stations and archery equipment and set up \$4,000, Phase one of cross country track \$7,000 materials and labor.</p> <p>Year three would be phase 2 and 3 of the cross-country track which is estimated to be \$17,000.</p>			
<p>Drum Corps</p>	<p>\$ 6,200</p>	<p>\$ 6,200</p>	<p>\$ 7,000</p>
<p>The cost the first year for one Drum Corp of approx. 6 to 10 cadets is approx. \$1,300 for equipment, marching CDs, music-drill materials id \$1,200. The cost of transportation to events and competition would be leveraged with the Performance-Precision Drill for an estimated \$3,000. While WLA will not need uniforms,</p>			

<p>special guide-ons, medals, etc. will be needed for another \$400. Total Cost \$6,200. Year 3 would add travel to several State competitions and parades.</p> <p>Year two would add a drum corps to the middle school and increase the cost of transportation even though it would be leveraged with the middle school Drill Team for an estimated \$5,000.</p> <p>Year Three would see an anticipated increase in cadets enrolling in Performance-Precision Drill and Drum Corps for both the middle and high school. More equipment to handle up to 20 cadets per school and a slight increase in transportation cost. \$7,000.</p>			
Artists in the schools Creative Arts Career Exploration track	\$26,300	\$26,000	\$26,000
The cost of bringing in an artist would be approximately \$150 a week for two artists, approx. \$6,300 annually. An estimate for materials is \$20,000. Total Cost \$26,300.			
Technology to Increase Instructional Time	\$33,000	\$36,000	\$37,000
<p>The cost the first year would be \$8,000 for computer towers. \$3,000 for monitors since WLA has some newer monitors and \$4,000 for headsets for each classroom.</p> <p>Another set of Chromebooks and charging station. WLA would also like to replace the Chrome books at the high school year one at a cost of \$7,000 for 30 Chrome books. Vendor implantation and services \$7,000 for computers and Chromebooks.</p> <p>Year Two, WLA would add additional computers, monitors and headsets for each classroom and another class set of Chromebooks and a charging station. Estimated cost \$23,000 and vendor \$7,000.</p> <p>Year three would look at upgrading the computers in the computer lab, three to five</p>			

<p>interactive white boards, 15 new projectors and another classroom set of Chromebooks. Estimated cost \$27,000. Installation of white board \$7,000.</p> <p>Electronic readers \$60 each in bulk. The cost would be approx. \$4,000. Getting 120 would allow for two English classes to have a set year one. Year two would allow for the middle school to have two sets for 7th and 8th and year 3 would allow the two 6th grades to have a class set. Annual cost \$4,000.</p>			
Professional Training and Collaboration	\$19,000	\$19,000	\$19,000
<p>The Educational Assistance would also like to bring in some experts to present specific workshops. The yearly estimated cost would be \$3,000 to \$5,000 for all Educational Assistants. All staff would like to see presentations and workshops on: Trauma Informed Care and Services, Addressing the English Language Learner, Bridging the Cultural Gap. The yearly estimated cost is \$4,000 although the topics may vary.</p> <p>Instructional staff would like to have 2 to 4 half-day collaboration days for curriculum mapping, co-teaching and lessons across the curricula and data analysis to impact change and quality instruction. A yearly estimate is \$10,000.</p>			
Totals	\$190,500	\$193,200	\$195,000
Indirect Cost 5%	9,525	9,660	9,750
Total Costs	\$200,025	\$202,860	\$204,750

Accountability and Measures

Fiscal Reporting

WLA has the capabilities to manage the fiscal reporting of the SIA financial award. WLA has managed other grants and awards and been fully in compliance and responsive to the State, ODE and SPS. WLA Financial Manager has over seventeen years of experience and expertise with WLA. The Financial Manager, Ms. Sheryl Moss is most will to attend webinars and trainings on the fiscal needs and requirements of SIA award and reporting.

WLA can report finances on a quarterly basis and make any adjustments as needed, as well as, any and all reports annually and on-going. WLA invites any coaching to improve its reporting.

Process on Food and Nutrition Accountability and Performance Measures

A survey will need to be designed that report that reports increased food security of t cadets using CNCS-supported services. Survey questions could be modeled after those used to assess household food security. **A questionnaire** will be designed as a pre/post measure. The questionnaire and the survey will measure the nutrition education provided and educational gains. WLA will administer a 1) "Pre/post" questionnaire will be designed for cadets and families. Each cadet will be surveyed only once regardless of the number or type of different services (e.g., education/training, counseling) received during the year in the post questionnaire. Each household will be surveyed only once despite the number of children attending WLA.

Data on educational gains from Pre to Post will be measured. Cadets will be surveyed upon enrollment.

Data on the number of afternoon write-up and bus write ups will be used as a measure to verify the correlation between hunger and behaviors.

Longitudinal data

WLA will use the same longitudinal data and outcomes used in the CA model being implemented: 1) educational gains in nutrition, 2) Nutritional education applied to self through: better decision making on food and snack selections, 3) Carry over from school to home

Cadets will be measured each year and participants will be tracked for multiple years to gather a better data bank and measure.

Process on Expanding the Therapeutic Model and Performance Measures

Government Performance Result Act Indicators (GPRA) for youth. The GPRA indicators will be selected by staff and cadets. Each cadet receiving a service or participating in a service-related area (peer mentoring) will complete an annual survey containing the GPRA indicator questions.

Measure Risk and Protective Factors

All cadets will be surveyed pre/post on Risk and Protective Factors to measure the increase of protective factors and decrease of risk factors. Federal studies reveal that providing services to some cadets will affect the entire cadet body. We would like to see this and measure this outcome.

Here are the 5 Key Indicators of School Performance that WLA expects to see from expanded counseling services: **1) Increase in Student Achievement, 2) Reduction in Discipline Referrals, 3) Increased Attendance Rates, 4) Graduation Rates, and 5) Teacher Satisfaction**

All measure 1 through 4 are collected by the State, SPS and WLA and easily reported. WLA acknowledges that we take and continue to serve cadets that may hurt or miscue data. We will not change serving cadets that may hurt our data. WLA is very open to coaching to help achieve the needed outcomes.

A teacher satisfaction survey will be given, and the same survey will be used over a three-year period without change and changed after year three in order to get longitudinal satisfaction data.

Longitudinal data

- Data on number of services provided.
- Data on GPRA indicators
- Data on Risk and Protective Factors
- Data on 5 key areas of school performance

Process on Upgrading the Obstacle Course Performance Measures

WLA will look at use of the course, questions embedded in other surveys and questionnaires to avoid too many surveys and questionnaires.

WLA will look at parent/community feedback at forums, surveys and in questionnaires.

WLA will look at data: cadet grades in PT, number of students passing State Essential Physical Fitness tests, and other tools: Company Competition, Ironman competition, Archery competitions hosted.

Longitudinal data

Data on physical fitness of cadets and measures over a three-year period.

Process on implementing a Drum Corp and Performance Measure

WLA will measure the number of cadets enrolling and participating in the Drum Corp, grades of cadets, number of cadets meeting performance edibility, number of school performances and cadets in those performances, number of Community Performances and increase demand for program by cadets and the community.

Longitudinal data

Since this is a new program, WLA will be able to measure ass aspects of participation, performance and outcomes over the lifetime of the program. Measures: Grades, Attendance Rates, Write Up and Disciplinary Referrals during PT.

Process on Bringing in Artists and Creative Arts to the Career exploration Track and Performance Measures

WLA will measure the number of cadets enrolling in the Creative Arts classes, the grades of cadets in Creative Arts, number of cadets making an art project, and will provide a post satisfaction survey of cadets in the program.

WLA will provide an artists' satisfaction survey.

WLA will gain feedback through Community forums and note certain questions embedded in surveys for parent/community satisfaction.

Longitudinal data

Enrollment in Creative Arts, grades in Creative Arts, attendance rates, number of write ups and disciplinary referrals in Creative writing classes.

Process for Technology to Increase Instructional Time and Performance Measure

WLA will look at many indicators to measure the success and the outcomes of technology including various questions embedded in cadet and teacher satisfactory surveys.

Measure will record number of cadets using a standalone in the classroom, assignments and research being done using standalones, time in class for individualized instruction.

Measure will record number of times Electronic Reader is used in classroom as a whole, number of individual uses of Electronic reader, number of cadets using an Electronic reader for Specialized Needs: large print, color, and language.

Longitudinal data

Measures: Grades, Attendance Rates, Write Up and Disciplinary Referrals and Graduation Rates.

Summary

WLA plays a unique role in the Oregon education system serving cadets at-risk, of color, with disabilities; emerging bilingual, underserved, marginalized, navigating poverty, homelessness, in the foster care system and other cadets who have historically experienced disparities in our schools. WLA is able to provide structure, discipline and consistency which helps cadets to succeed but often lacks the funding needed to make the extra difference for a more equitable system, a more successful cadet population, and a more productive cadet to enter our communities.

WLA meets the needs of youth: chronically absent, no credit/credit deficient, behavioral issues, at risk for expulsion from the home district with 64% on free and reduced lunch with 1% Asian, 1% Black/African American, 1% Latino, 15% multiracial, 8% Native Hawaiian/Pacific Islander, 74% White. Forty-two percent of WLA cadets were behavioral referrals and provided WLA as a "last educational effort." Our mission is to make every cadet successful. The funds provided through SIA will enhance our ability to provide more services and educational opportunities. WLA expects to see measurable outcomes and indicators and is open to coaching to achieve this is failing. WLA understands we take cadets that may harm data and while decision based on data drive WLA's decision making process, every cadet deserves a chance. The ability that SIA provides is a more robust, well-rounded and quality education for every cadet enrolled in the academy.

